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JOB SATISFACTION OF TEACHERS IN
THE COMPREHENSIVE SCHOOLS OF SASKATCHEWAN

by



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A THESIS

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The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled "Job Satisfaction of
Teachers in the Comprehensive Schools of Saskatchewan,"
submitted by Harry G. Karolat in partial fulfilment
of the requirements for the degree of Master of
Education.

ABSTRACT

The purpose of this study was to determine if any significant differences existed between the job satisfaction of academic and non-academic teachers in the comprehensive schools of Saskatchewan. Data were collected from eleven comprehensive schools in various parts of the Province.

Teachers in the eleven schools completed The Purdue Teacher Opinionnaire which was selected as a suitable instrument for the measurement of job satisfaction.

The instrument purported to measure ten satisfaction factors: "Teacher Rapport with Principal," "Satisfaction with Teaching," "Rapport among Teachers," "Teacher Salary," "Teacher Load," "Curriculum Issues," "Teacher Status," "Community Support of Education," "School Facilities and Services," and "Community Pressures." A total satisfaction score was obtained by summing the factor scores. Other data from the teachers were obtained from a personal and professional data sheet.

The mean satisfaction factor scores and the total of the satisfaction factor scores of academic teachers were compared with those of non-academic teachers. Analysis revealed that no significant differences existed between

mean factor scores of academic and non-academic teachers on the factors of morale as defined and measured by The Purdue Teacher Opinionnaire.

The results of this study pointed clearly to the fact that significant differences of job satisfaction of teachers depended upon their age, sex, and the total number of years of teaching experience. Specifically, older teachers, female teachers, and teachers with most years of teaching experience reported higher job satisfaction regardless of whether they were teaching academic or non-academic subjects.

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CHAPTER I

DISCUSSION OF THE PROBLEM

Introduction to the Problem

McClusky (1940,p.612) stated that "Few matters in life are more fundamental to a person than his attitude toward his job. This point applies with emphatic relevance to the feeling that a teacher has for teaching." Griffiths (1956,p.146) claimed that "in many respects, teaching is the least satisfying of all the professions because it is so difficult to see the results of one's labors." Consequently, the development of morale in a school staff is one aspect of the administrative process which requires the close attention of the school administrator.

Major factors identified by Chase (1951,p.129) as being important for job satisfaction in teaching include freedom of the teacher to plan his own work, salary, quality of professional leadership and supervision, opportunity for teachers to participate in educational planning and policy making, and adequacy of physical facilities. Aikenhead (1960,p.100) supported Chase noting that work satisfaction may not exist as an independent variable but as a cluster of factors.

Recent research in teacher job satisfaction was conducted by Sergiovanni (1967,pp.66-68) based on Herzberg's findings (1959) that factors which tend to

satisfy teachers and factors which tend to dissatisfy teachers are not arranged on a conceptual continuum but are mutually exclusive. Sergiovanni's study provided support that satisfiers and dissatisfiers tend to be mutually exclusive. Further, Sergiovanni (1967,p.66) stated that:

Some factors, reported by teachers as contributing to their job satisfaction and job dissatisfaction, were polar in a positive direction and other factors were polar in a negative direction. Achievement, recognition and responsibility were factors which contributed predominantly to teacher job satisfaction. Interpersonal relations (students), interpersonal relations (peers), "supervision technical", school policy and administration, unfairness, status and personal life were factors which contributed predominantly to teacher dissatisfaction.

It seems evident that job satisfaction of teachers is dependent upon several factors.

It was the purpose of this study to determine the degree to which selected factors contributed to job satisfaction among the teachers in the comprehensive schools of Saskatchewan, and to determine if significant differences existed between the job satisfaction of academic and non-academic teachers.

The Problem

Statement of the Problem. To determine whether significant differences exist among selected factors relevant to job satisfaction of academic and non-academic teachers in the comprehensive schools of Saskatchewan.

Sub-problems. (1) To determine whether significant differences exist between the total job satisfaction of academic and non-academic teachers and sub-components of job satisfaction.

(2) To determine whether significant differences in relationships exist between the components of job satisfaction of academic and non-academic teachers.

Definition of Terms

Several terms are central to the basic problem investigated in this thesis.

Morale. Morale as defined by Rempel & Bentley (1967,p.2) refers to the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation.

Academic Teacher. Academic teacher refers to a teacher teaching in the comprehensive schools of Saskatchewan in subject areas such as the pure sciences, mathematics, social sciences, literature and composition as outlined in the Program Development News Letter of June, 1971, a publication of the Saskatchewan Department of Education.

Non-Academic Teacher. For the purpose of this study, also according to the Saskatchewan Program

Development News Letter, non-academic teacher refers to a teacher teaching in a comprehensive school of Saskatchewan in the areas of the technologies, business education, technical-vocational and trades courses.

Comprehensive School. For the purpose of this study the definition as outlined by the Department of Education, Regina, (1970,p.16) states:

The type of program that can be offered in the large composite schools of our province might be termed a "comprehensive" program and the school which offers it a comprehensive school. Dr. Conant in his study, "The American High School Today" defines a comprehensive school as one that offers, under one administration and one roof or series of roofs, secondary education for almost all young people of high school age in the attendance area. He defined it as a high school whose program corresponded to the educational needs of all youth of the community. In his opinion, the three main objectives of a comprehensive school were:

1. To provide general education for all future citizens.
2. To provide good elective programs for those who wish to use their acquired skills immediately on graduation.
3. To provide satisfactory programs for those whose vocations will depend on their subsequent education at college or university.

Since the comprehensive school is a multi-purpose school designed to meet the needs of all of its students, its program must be broad and varied.

Satisfaction Factors. The ten factors identified and described by the authors of The Purdue Teacher Opinionnaire; each factor purports to be a description of a dimension of teacher job satisfaction.

Total Satisfaction. An over-all measure of job satisfaction arrived at by summing the scores achieved on the ten satisfaction factors of The Purdue Teacher Opinionnaire.

Hypotheses

(1) There will be no significant difference between mean scores of academic teachers and non-academic teachers on the factors of morale as defined and measured by The Purdue Teacher Opinionnaire.

(2) There will be no significant differences between job satisfaction of academic and non-academic teachers relative to their (2.1) age, (2.2) salary, (2.3) present teaching experience, (2.4) marital status, (2.5) sex, and (2.6) total years of teaching experience.

Assumptions

This study was carried out on the basis of the following assumptions: (1) The Purdue Teacher Opinionnaire was a valid and reliable measure of teacher satisfaction. (2) The teachers' responses were a reliable measure of satisfaction.

Delimitations

The study was limited to full-time academic and non-academic teachers from eleven comprehensive schools

in Saskatchewan. All principals, assistant principals, vice-principals, consultants, and part-time teachers were omitted from the sample. A measure of morale of the teachers was limited to the June of the 1969-70 school year.

Importance of the Study

The conviction as to the importance of teacher satisfaction to effective administration of education, together with the considerable research studies reviewed which indicated that existing conditions are not conducive to such satisfaction, prompted the present study of factors influencing the attitudes of teachers toward the systems in which they work.

The study was considered important in that it shall consist of an investigation of factors which will assist teachers, administrators, and boards of education to identify policies and practices which tend to increase the satisfaction of teachers in the comprehensive schools of Saskatchewan.

Vollmer's study (1966,p.264) indicated the decline of the independent practitioner among professionals and the emergence of the "professional-in-the-organization."

According to Anderson (1967,p.292) by far the most critical dilemma posed for the organization is how to reconcile the expectations of autonomy and individual

responsibility of highly trained professionals with the bureaucratic hierarchical demand for centralized control.

The above statement suggests disagreement between the professional and administrative concepts of authority.

Bidwell (1955,pp.41-47) and Anderson (1967,pp.130-48) suggest the existence of conflict between the teacher's professional role and administrative authority in the school.

Edelfelt (1968,p.26) indicated that a proper climate should guarantee the teacher full partnership in the educational enterprise. Teachers must be given the right and responsibility of a part in the decisions which alter their roles and affect their jobs.

Further evidence pointing to the job satisfaction of teachers is expressed by Stewart (1968,pp.27-30) when he stated that:

The teacher's access to resources, his opportunities for perception of what society wishes for children and youth, and the pressures of his routine tasks tend to limit his possibilities as an initiator of curriculum development decisions. He should, as a matter of principle, be permitted and encouraged to participate in curriculum decision making to the limits of his competence, but this does not mean that incumbents of other positions in the educational institution should neglect to exercise their responsibilities in this vital field.

Related studies on working conditions indicate that there are many factors involved. Chase (1951,p.129), Schultz (1952,p.55), and Redefer (1959,pp.60-63) stated

that changes which would do most to increase satisfaction in teaching centered around the improvement of working conditions, teacher load, salaries, staff relations, school plant, and equipment. Teachers felt that their satisfaction is greatly affected by "freedom to plan their own work," and by a sense of professional status and responsibility.

Redefer (1962,p.5) stated that:

Boards of Education should also be concerned about the morale of staff and teachers because faculty morale is a good barometer of the quality and excellence of the school's educational program. Morale is an indicator of the degree to which the potential of any staff is directed toward the achievement of accepted objectives. For Boards of Education, the level of staff morale also gives an indication of the adequacies of personnel policies and of how well the schools are administered.

In view of the circumstances surrounding satisfaction and dissatisfaction of teachers, it appears imperative that research efforts be directed toward an investigation of factors which are important for job satisfaction of teachers.

CHAPTER II

REVIEW OF RELATED LITERATURE

Since this research project was primarily concerned with factors contributing to teacher job satisfaction of academic and non-academic teachers, a review of research dealing with job satisfaction can basically be grouped into one of two categories: (1) the search for factors that affect teacher job satisfaction in general, and (2) the analysis of the relationship between job satisfaction and the factors which contribute to the general morale of teachers.

Factors Affecting Job Satisfaction

One of the earlier studies which attempted to identify factors which affected teacher job satisfaction was conducted by Chase (1951,p.127). Reactions were obtained from 1,784 teachers in over 200 systems in 43 states. Causes of satisfaction in teaching were grouped into several major categories: (1) administrative leadership and supervision, (2) teaching conditions including teaching load, school plant, equipment and supplies, and working conditions; (3) freedom to plan own work, a sense of professional status and responsibility; (4) salary conditions (adequacy of salary, and an opportunity to

participate in determination of salary schedules). He reported that higher satisfaction was expressed by elementary teachers, women, higher paid teachers, more experienced teachers, and that married teachers tend to be slightly more enthusiastic than single teachers.

Herzberg (1959,p.113-119) in his study of factors which affect satisfaction and dissatisfaction hypothesized that some factors were satisfiers when present but not dissatisfiers when absent; other factors were dissatisfiers, but when eliminated as dissatisfiers did not result in positive motivation. Herzberg found that the presence of five factors (achievement, recognition, work itself, responsibility, and advancement) tended to favor job satisfaction. Dissatisfaction was found in the environment of work. Eleven factors were isolated. Salaries, status, working conditions, interpersonal relations (peers), and job security were some factors that resulted in job dissatisfaction.

Redefer (1959,pp.60-63) undertook a research project involving twenty-four school systems and 5,000 teachers. He reported that the teachers' job satisfaction was affected by teacher-community relations, relations with the school board, the administration of the school, a sense of participation, the recognition of effort, and the adequacy of communication in the school system.

Redefer reported findings contradictory to Chase regarding marital status, sex, and age, stating that these were not determining factors of morale.

Getzels and Guba (1953,pp.30-40) in a study of 41 teachers drawn from four school systems identified three major areas of conflict, each stemming from a central role occupied in addition to the teachers' role: the professional role, the socio-economic role, and the citizens' role.

Getzels and Guba illustrated how satisfaction or dissatisfaction results from the degree to which the school's organizational structure conforms to the dictates of the teacher's professional orientation.

In the development of The Purdue Teacher Opinionnaire, Rempel and Bentley (1963) identified ten factors of teacher job satisfaction: teacher rapport with the principal, satisfaction with teaching, rapport among the teachers, teacher's salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures.

Redefer (1964,p.8) in an analysis of morale studies, concluded: "Morale is evidently not determined by one factor, but by a constellation of factors, all of which are important although some are more important than others."

The Relationship Between Job Satisfaction and Other Factors

Besides attempting to identify the factors which affect teacher job satisfaction, many writers have related job satisfaction to the factors in the organizational climate.

Barber (1970,p.23) stated that most texts dealing with educational administration state that the single most important factor determining the "climate" or the "morale" of a faculty in a building is the building's principal.

Wood (1969,p.353) noted that the school administrator, as the promoter of effective learning within his school, should consider the morale of his faculty as an important determiner of the success of his educational program. A principal who knows and understands his teachers, a relationship of helpfulness among teachers and the administration, and low tensions among the professional staff, are some characteristics found in schools with good morale.

Another approach to administrator-teacher relationships was researched by Haralick (1968,p.40). He studied the effects of particular types of administrative atmosphere on the teacher's evaluation of the principal's leadership, and on teacher work satisfaction. The basic hypothesis of Haralick's study was that for any index of teacher satisfaction traditionally thought to be positively influenced by "democratic" leadership, a stronger positive influence will

be exerted by perception of the principal's positive compliance with supporting the teacher and disciplinarian-ship.

A response to a questionnaire was obtained from 1,250 white teachers in 108 North Carolina elementary schools. The schools were grouped into two categories: low autocratic or "democratic" schools (314 teachers), and highly autocratic schools (254 teachers). The categories were established from teacher responses to the questionnaire. (Teachers uncommitted were eliminated from this study.) It was reported that many varied aspects closely pertaining to work satisfaction, tended to be influenced by administrative leadership behavior. Highest work satisfaction resulted when principals supported teachers and were good disciplinarians than with his "democratic" behavior.

Vollmer and Mills (1966,p.264) pointed out that no profession has escaped the advancing tide of bureaucratization. The increasing number of professionals performing their professional duties within bureaucratic settings has resulted in increasing attention being focused on the conflict occurring between organizational demands and professional training and expectations.

Blau and Scott (1962,pp.141-42) described some of the most important functions of the executive as:

. . . defining the goals and responsibilities of members of the organization, inspiring them to identify with the objectives of the enterprise and to pursue them to the best of their abilities, motivating them to collaborate for this purpose, and resolving conflicts that may arise in the organization.

How the subordinates perceive the discharge of these functions by the executive may lead to satisfaction or dissatisfaction on their part. The executive may furnish services that obligate subordinates to him or he may extend his controlling power over subordinates beyond their willing compliance by resorting to formal sanctions or to threats of using these sanctions. The behavior of administrators in the execution of their functions is often thought to be a source of satisfaction or dissatisfaction.

Literature suggests forces such as professionalization are creating forms of organization alternative to the bureaucratic organization. Corwin (1965,p.15) states: "Professional principles constitute a prominent but competing way of organizing an employee society."

Hartley's study (1966,pp.54-57) was based upon the general hypothesis that a significant relationship existed between the orientation of teachers, the teachers' perception of the degree of bureaucratization within the school and the variance in teacher satisfaction, effectiveness, and conformity. The instrument which was designed to measure self-judgment of teacher satisfaction and effectiveness was part

of the C.E.S. Battery developed by Guba and Bidwell. The instrument was administered to 210 teachers in five Pennsylvania Public Secondary Schools. A t test was used to compare the mean of the independent samples and, using a one-tailed test of significance, the values of t were significant at the .01 level. Hartley was able to accept the hypothesis that teacher satisfaction will be significantly higher for cosmopolitans who perceive a low degree of bureaucratization than for locals with similar perception.

Hohn (1964,pp.60-67) found that administrative factors were rated as the second highest stated cause of teacher transfer in the school system he studied. Of the 75 items investigated in this area, 27% appeared as major causes of transfer. These included lack of motivation and inspiration for new teachers, lack of administration-teacher communication, insufficient instructional leadership.

Thomas Sergiovanni's study (1967,pp.66-82) pointed out that school policy and administration were factors which contributed predominantly to teacher dissatisfaction.

In another study Francouer (1963,300 pp.) found that lack of opportunity to participate in policy making contributed to teachers' dissatisfaction.

Wotring (1965) in his study indicated that teacher morale differed significantly among schools. The difference lay in the way teachers felt their personal needs were being met. Dissatisfaction of teachers with faculty meetings, the

curriculum, and the opportunity to help make policy indicated the teachers' need for changes, and the blindness of administrators to capitalize on this need to improve the conditions of learning.

Kenneke (1969,p.15) stated that administrative attitudes, policies and procedures were a major source of dissatisfaction among Industrial Arts Teachers in Oregon. Respondents were particularly annoyed with the administration's system of communicating orders and decisions. Lack of administrative foresight in planning and inability or unwillingness to deal effectively and consistently with pupil personnel problems served as another specific grievance with the school's management.

Harry H. Beno (1966) studied the relationship between the expressed educational views held by teachers and principals and job satisfaction, effectiveness and confidence in leadership. The major hypothesis stems from the basic question: What is the relationship between congruence of teachers' and principals' educational views and confidence in job satisfaction, teacher effectiveness, and principal effectiveness? Data was secured from 571 teachers and 27 principals from public schools located in New York state.

When characteristics such as level of instruction, sex, and amount of education were considered, elementary

teachers and teachers with Master's degrees expressed educational views nearer to their principal's than did secondary teachers, male teachers and teachers with Bachelor's degrees. The degree of congruence in educational views between teachers and principals did not appear significant when examined in respect to age, job satisfaction, confidence in leadership, teacher effectiveness and principal's effectiveness. Satisfaction was not significantly related to congruence of educational views, amount of education, or sex.

Working conditions under which teachers perform their duties contribute greatly to the satisfaction or dissatisfaction gained in their work. Work satisfaction may not exist as an independent variable but as a cluster of factors.

Edelfelt (1968,p.26) indicated that a proper climate should guarantee the teachers full partnership in the educational enterprise. Teachers must be given the right and responsibility of a part in the decisions which alter their roles and affect their jobs.

Stewart (1968,pp.27-30) stated that:

The teacher's access to resources, his opportunities for perception of what society wishes for children and youth, and the pressures of his routine tasks tend to limit his possibilities as an initiator of curriculum development decisions. He should, as a matter of principle, be permitted and encouraged to participate in curriculum decision making to the

limits of his competence, but this does not mean that incumbents of other positions in the educational institution should neglect to exercise their responsibilities in this vital field.

Wildman (1967,p.28) in an article entitled "What Prompts Greater Teacher Militancy?" stated:

Teachers do not, in my experience, have a significant or meaningful voice in determining course content or selecting textbooks. Often they are not free to make their lesson plans or modify them if they do not produce good classroom responses. Teachers have, in short, a kind of one-dimensional professionalism--professional responsibility without professional authority.

A research study which examined the relationships among job satisfactions and job activities of 168 school counselors was conducted by James C. Hansen (1967,pp.90-93). Job satisfaction results from the interaction between the worker and his job situation. The worker possesses values and needs that may or may not be fulfilled by his job activities. The degree to which his needs are met determines the level of satisfaction. His research further illustrated that establishing and maintaining staff relationships, liking for, and emotional involvement in the job, job information, training and status correlated most frequently with job satisfaction. Such activities as making entries on cumulative records, maintaining information files, and developing policies and programs did not seem personally satisfying to the counselors.

In Aikenhead's study (1960,pp.100-101), city teachers

showed the following sources of greater satisfaction: school buildings, teachers' rooms, the leadership of the principal and learning materials. Rural teachers indicated marked dissatisfaction with the lack of gymnasias, auditorias, and libraries.

Hohn (1964,p.103) reported that working conditions rated least of the six factors he studied.

Butler (1961,p.13) reported that in a study of first-year teachers dissatisfaction was expressed with their teaching assignments or teaching loads.

Clarke (1968,p.13) stated that "the Young Turk is dissatisfied with the state of teaching as a 'profession.'" In a study conducted in Alberta (1967, 63% of teachers with one to three years of experience were dissatisfied as compared with 35% of teachers with over seven years' experience.

A study done by J. D. Aikenhead, Faculty of Education, Calgary, (1960,pp.92-99) on teacher satisfactions and discouragement of beginning teachers considered more than 2,000 teachers in Manitoba, Saskatchewan, and Alberta who started to teach in September of 1958. From these, 148 were selected by Superintendents of Schools in the southern part of the Prairie Provinces. Seventy-four beginning teachers were selected from rural-town and 74 from the cities. One teacher in five held a degree, and three respondents out of four had

grade twelve standing.

Meeting parents, the lack of learning materials, and worries about pupils discouraged rural-town teachers more than city teachers. Keeping records discouraged city teachers more. Thirty teachers mentioned the satisfactions of seeing children learn and mature. Nineteen per cent said they had no discouragements during their first year. Teachers with more than a year of professional training showed fewer discouragements. First-year teachers also claimed that it was difficult to apply what had previously been taught in the teacher training institutions.

Another survey by Thomas M. Butler (1961,p.13) reveals that there is a direct relationship between job satisfaction and the retention of beginning teachers. The most significant causes of job satisfaction or lack of satisfaction on the part of beginning teachers are their feelings toward the administration of the school, their feelings of freedom in the classroom or the lack of it, and whether or not they feel involved in school policy making.

Crafton (1966) identified factors and perceptions which seem to differentiate between beginning teachers who reported themselves as being satisfied and those who reported themselves as being dissatisfied with teaching. The subjects' attitudes toward teaching as a career at the time of graduation from college held the highest degree of association with satisfaction or dissatisfaction. Percep-

tions which were most closely associated with satisfaction or dissatisfaction pertained to the teachers' (1) greatest surprise in teaching, (2) greatest dissatisfaction in teaching, and (3) perception of adequacy of orientation toward teaching responsibilities provided at the local level. Dissatisfied teachers tended to plan to leave the profession following their first year because they disliked teaching or to seek a higher salary. Satisfied teachers planned to teach more than 20 years.

Mathis (1959,p.279) designed and tested an Attitude Inventory for measuring teacher morale and related findings to salary policy in a small sample of school systems. He tested the hypotheses that (1) morale differences exist between schools with merit and non merit salary schedules, and that (2) such differences in morale are in the direction of lower morale in schools with merit plans. Results of the inventory demonstrated no significant difference in morale on the basis of type of salary schedule.

Clarke (1968,pp.11-15) stated that "Young Turks" are much more dissatisfied with maximum salaries than are older teachers.

Chase's study (1951,p.129) pointed out that satisfaction in teaching is affected by teacher's feelings with regard to the adequacy of salary, and by opportunity to participate in determination of salary schedules.

Kenneke (1969,p.15) indicated that inadequate wages and fringe benefits led the ranking of factors for dissatisfaction. Poor salary was listed as the primary grievance with the profession.

A comparative study of the level of morale of vocational agriculture teachers in four midwestern states was conducted by Strouse (1968). Morale was measured by The Purdue Teacher Opinionnaire.

The data was analyzed by: (1) single factor analysis of variance, (2) Newman-Keuls test for significant pairs, and (3) Pearson product-moment correlation.

Strouse noted that morale differences by state were most pronounced on the teacher load factor. Data analyzed with respect to personal variables yielded the following: (1) Age - No consistent pattern was evident in the different age categories. (2) Amount of academic training - Teachers holding only the Bachelor's degree reacted significantly lower on teacher load items than teachers with more training. (3) Teaching experience - Generally speaking, teachers with the most teaching experience had higher morale. Significant differences were noted on total morale mean scores only on the total experience and tenure variables.

Brinkman (1966), using The Purdue Teacher Opinionnaire in a study of factors related to teacher morale in three

junior high schools noted that: (1) Female teachers had higher mean morale scores than male teachers. (2) Teachers who had taught in elementary schools before teaching in junior high schools had higher mean morale scores on seven of the ten categories on the opinionnaire and had higher total scores on the morale measuring instrument. (3) Teachers who had taught the longest in a junior high school had the lowest mean morale scores. (4) Teachers with the most years of teaching experience in elementary school prior to junior high school teaching tended to have the highest mean morale scores.

A recent study by Johnson (1968) using The Purdue Teacher Opinionnaire compared the morale or job satisfaction of teachers in schools of low socio-economic status and that of teachers in schools of high socio-economic status. Research revealed that the low status teachers had a significantly higher mean score on Factor 1: "Rapport with the Principal" and significantly lower mean scores on Factor 4: "Teacher Salary," Factor 6: "Curriculum Issues," and Factor 8: "Community Support for Education."

No significant relationships existed between age and status. Further, Johnson (1968,p.64) noted that secondary teachers, regardless of sex or status, had significantly lower mean factor scores on Factor 5: "Teacher Load," Factor 6: "Curriculum Issues," and Factor 7: "Teacher Status."

Summary of Chapter II

The literature reviewed in this chapter was grouped into two categories. The first group of studies reviewed attempted to identify factors which affect teacher job satisfaction.

An examination of the reviews disclosed from eight to ten factors that were isolated. The Purdue Teacher Opinionnaire, which was the instrument used in this study to measure teacher job satisfaction, contained ten factors.

Studies were also reviewed which attempted to determine the interdependence of these factors. Research indicates that factors pertaining to job satisfaction are mutually exclusive of factors creating dissatisfaction.

The second group of studies examined the relationship between teacher job satisfaction and the various factors.

In the reviews relating to teacher-administration relationships, certain types of leadership behavior more often than others have been found as sources of dissatisfaction among teachers. Administrative factors contributing to dissatisfaction were poor communications, insufficient instructional leadership, human relations aspects, lack of teacher participation in policy making, and lack of administrative planning.

In relation to working conditions there are many factors involved, some of them also related to other areas

of satisfaction. Chase (1951,p.127) stated that changes which would do most to increase satisfaction in teaching centered around the improvement of working conditions, especially teaching load, school plant, and equipment. Teachers felt that their satisfaction is greatly affected by "freedom to plan own work," by a sense of professional status and responsibility. Younger, inexperienced teachers were generally more dissatisfied than teachers who had taught longer. Several studies illustrated that salaries played an important role in the promotion of job satisfaction.

CHAPTER III

INSTRUMENTATION AND METHODOLOGY

Instrumentation

The Purdue Teacher Opinionnaire. The instrument used to measure teacher satisfaction was The Purdue Teacher Opinionnaire. The first form of the opinionnaire was developed in 1961 and contained 145 items purporting to measure various dimensions of teacher morale. As a result of factor analysis the original 145 items were reduced to 100 items and ten factors were isolated in the final form of the instrument.

The procedure used to develop the instrument is described in detail in Rempel and Bentley, (1963 and 1967): it consisted of: "a principal components analysis of the image covariance matrix followed by an oblique rotation of the extracted factors." The ten factors of the opinionnaire are defined by the authors as follows:

Factor 1 - "The Rapport with Principal" deals with the teacher's feelings about the principal--his professional competency, his interest in teachers and their work, his ability to communicate, and his skill in human relations.

Factor 2 - "Satisfaction with Teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Factor 3 - "Rapport Among Teachers" focuses on a teacher's relationships with other teachers. The items here solicit the teacher's opinion regarding the co-operation, preparation, ethics, influence, interest, and competency of his peers.

Factor 4 - "Teacher Salary" pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Factor 5 - "Teacher Load" deals with such matters as record keeping, clerical work, "red tape," community demands on teacher time, extra-curricular load, and keeping up to date professionally.

Factor 6 - "Curriculum Issues" solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor 7 - "Teacher Status" samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

Factor 8 - "Community Support of Education" deals with the extent to which the community understands and is willing to support a sound educational program.

Factor 9 - "School Facilities and Services" has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Factor 10 - "Community Pressures" gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.

The 100 items which appear in each of the ten factors are listed in Appendix A.1.

Reliability. The revised opinionnaire was administered to a sample of 3,023 high school teachers in Indiana and Oregon; there was little difference between the means and standard deviations for the ten factors and total, and those obtained on a re-test administered about four weeks later. The test/re-test correlations reported by the authors were all above .60 and most were .80 or greater. It was also reported that the inter-factor correlations were "sufficiently low to make factor scores meaningful in assessing the status of morale for an individual or for a group."

Rempel and Bentley (1967) also cite several studies in which the instrument "has been found to discriminate sharply among different schools, and also among the individual teachers in a particular school."

Validity. An earlier form of the instrument was validated by both "expert judgment" and "peer selection" techniques. Nearly all of the items discriminated between teachers with "high" and those with "low" morale scores according to the judgment of "experts". The items did not discriminate as well between high and low morale teachers as identified by their peers but when the mean scores (using the scores derived from the expert judgment) of the three groups of teachers categorized by their peers as having

"high", "middle" and "low" morale were compared, "considerable relationship" was found between the expert judgment criterion and the peer selection.

Teacher Questionnaire. The Teacher Questionnaire . (Appendix A.5) was prepared so that personal and professional data could be obtained from the recipients. The first section of the questionnaire contained four items designed to provide an indication of age, marital status, sex, and salary. The second section included the following: teaching experience, professional certificate held, and years of professional training.

Methodology

The Sample. The study was conducted in eleven comprehensive high schools in the Province of Saskatchewan. The total teacher enrolment of the eleven schools ranged from eighteen to eighty-three. The total teacher enrolment of these schools, according to the Department of Education, Regina, statistics in 1970, was 671. Names of all teachers in each of the schools were obtained from the Saskatchewan Teachers Federation Office in Saskatoon. This total included principals, vice-principals, and consultants, which were excluded from the sample. The teachers constituting the population for this study consisted of 343 academic and 302 non-academic teachers.

The sample consisted of a random selection of both academic and non-academic teachers. The 343 academic teachers' names were listed, then referring to a table of random numbers, 175 teachers were selected. A similar list was constructed for non-academic teachers, yielding a sample of 107 teachers.

Collection and Treatment of the Data. In order to obtain the desired sample, the principals of each of the schools was contacted to obtain permission to conduct the survey in their schools. The criteria for the sample were as follows: (1) Administrative personnel was excluded; (2) Academic Teachers were full-time teachers teaching only academic subjects as outlined in Table I; (3) Non-academic Teachers were full-time teachers teaching in the areas outlined in Table I.

Due to a nation-wide mail strike at the time, several of the schools were visited and the project was explained and left with either the principal or the superintendent of schools for that area. The remainder of the principals were contacted by phone and the questionnaires were sent via bus to the desired destination. The returns were handled by the principals in the various schools and shipped back via bus. Second and third mailings were again sent out by bus and returned by mail.

TABLE I

TEACHER CLASSIFICATION AS RELATED
TO SUBJECTS TAUGHT

Academic	Non-Academic
Chemistry	Business Education
Biology	Technical-Vocational
Mathematics	(a) Technologies
Science	(b) Trades
Composition	
Literature	
History	
Geography	
Music	
Art	
Home Economics	
Physical Education	
Foreign Languages	

Note.-Description of courses as outlined in
Program Development News Letter, Vol.1,
No. 1, June 1971, Saskatchewan Department
of Education.

Each teacher was sent a request letter (Appendix A.2), a list of instructions (Appendix A.3), a Purdue Teacher Opinionnaire (Appendix A.4), and a personal and professional data questionnaire (Appendix A.5). The teachers were requested to seal the materials in the self-addressed envelopes provided and return them to the principal who was collecting the materials for transport back.

The responses to The Purdue Teacher Opinionnaire were scored in accordance with the instructions in the manual as outlined by Rempel and Bentley (1967,p.8). Weights for the items were assigned as follows:

- (1) When "A" agree was the keyed response, the weights were:

A	PA	PD	D
4	3	2	1

- (2) When "D" disagree was the keyed response, the weights were:

A	PA	PD	D
1	2	3	4

Factor scores were derived by summing the weights which have been assigned to the items belonging to a given factor. (See Appendix A.1.) The total score is the sum of all factor scores.

To determine whether significant differences existed between total job satisfaction of academic and non-academic teachers and sub-components of job satisfaction involved the use of t tests.

The statistical analysis used to determine significant differences between job satisfaction of academic and non-academic teachers relative to their age, marital status, salary, and teaching experience was based on the Analysis of Variance.

The level of probability accepted as significant was set at 0.05. (Ferguson, 1966,p.166)

Summary of Chapter III

The instrument used to measure teacher job satisfaction was The Purdue Teacher Opinionnaire. In addition, a personal data sheet was composed of two sections. The data obtained from the first section provided personal information from both the academic and non-academic teachers; the second section provided professional information from both groups.

A total of eleven Saskatchewan comprehensive schools was selected for this study. The sample used consisted of 175 academic and 107 non-academic teachers.

The responses to The Purdue Teacher Opinionnaire were scored in accordance with the instructions in the Manual Accompanying the Opinionnaire (p.8). Comparisons and relationships were shown by means of t tests and differences of two independent correlations.

CHAPTER IV

DESCRIPTION OF THE SAMPLE

This chapter presents data which include a description of the schools from which the sample was drawn, a summary of the distribution and return of the questionnaire, and a description of the personal and professional characteristics of the teachers in the sample.

Characteristics of the Schools

Schools selected for this study consisted of eleven comprehensive high schools located in various parts of the Province of Saskatchewan. This included schools in large urban areas as well as those in smaller country and rural communities. Some of the schools are older type buildings while some of the larger ones are relatively new, built within the last six to eight years.

An examination of Table II shows the total number of academic and non-academic teachers in each of the eleven comprehensive schools. A total of 671 teachers, with a mean of 61.00, constitutes the population.

TABLE II

NUMBER OF TEACHERS IN EACH SCHOOL
(Department of Education 1969-70)

School	Academic and Non-Academic Teachers
A	80
B	78
C	49
D	36
E	32
F	78
G	83
H	18
I	72
J	80
K	65
Total	671
Mean	61.00

Note. Includes administrators and
part-time teachers.

Response to the Questionnaire

The number and percentage of questionnaires distributed and returned is shown in Table III. The total return of 87.57 % was lower than anticipated in light of the attempt made to ensure a high return. This may have been due in part to two factors: (1) some of the principals indicated that the teachers in their schools had already participated in a number of research projects during the year, and (2) the questionnaires that were returned on the second and third mailings were caught in a nation-wide mail strike. Consequently, a number of the teachers who failed to respond on the first questionnaire may have felt that to complete the questionnaire in light of the strike was futile because they would not reach their destination in time to be of any value.

TABLE III

QUESTIONNAIRES DISTRIBUTED TO AND RETURNED FROM THE TEACHERS
IN EACH SCHOOL

School	Question- naires Distributed	Returned 1st Mailing	Returned 2nd Mailing	Returned 3rd Mailing	Total Question- naires Returned	Percentage Returned
A	37	30	2	-	32	86.48
B	39	25	3	2	30	76.92
C	23	20	-	-	20	86.96
D	21	19	-	-	19	90.48
E	13	13	-	-	13	100.00
F	35	25	2	3	30	85.71
G	38	32	-	-	32	84.21
H	6	6	-	-	6	100.00
I	37	28	-	4	32	87.03
J	41	41	-	-	41	100.00
K	32	26	1	-	27	84.38
Totals	322	265	8	9	282	87.57

The number of academic and non-academic teachers in each of the schools in the sample is listed in Table IV.

TABLE IV

NUMBER OF ACADEMIC AND NON-ACADEMIC TEACHERS IN
EACH OF THE SCHOOLS IN THE SAMPLE

School	Academic Teachers	Non-Academic Teachers	Total No. of Teachers
A	16	16	32
B	24	6	30
C	10	10	20
D	11	8	19
E	9	4	13
F	21	9	30
G	21	11	32
H	5	1	6
I	19	13	32
J	27	14	41
K	12	15	27
Totals	175	107	282
Mean	15.90	9.72	25.63

A total of 322 questionnaires were distributed to the eleven comprehensive schools. (Table V) Of these, 194 were sent to academic teachers and 128 were sent to non-academic teachers. The total number returned was 282. This total included 175 from academic teachers and 107 from non-academic. The percentage of returns for academic teachers was 90.20 and for non-academic teachers 83.59.

TABLE V

QUESTIONNAIRES DISTRIBUTED TO AND RETURNED FROM
ACADEMIC AND NON-ACADEMIC TEACHERS IN THE SAMPLE

Category	Questionnaires Distributed	Number Not Returned	Number Returned	Percentage of Returns
Academic	194	19	175	90.20
Non-Academic	128	21	107	83.59
Totals	322	40	282	87.57

Characteristics of the Teachers

A total of 282 replies was used in the analysis: 175 of these were from academic teachers and 107 from non-academic teachers. Two hundred and four of the respondents were males and 78 were females.

Tables VI to X summarize some of the characteristics of the sample related to sex, marital status, age, salary, teaching experience in the present school, teaching experience in Saskatchewan but not in present school, teaching experience outside of Saskatchewan, and professional certification and professional training.

TABLE VI

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF
SEX AND MARITAL STATUS OF TEACHERS IN THE SAMPLE

Category	<u>Sex</u>		Percentage Frequency	<u>Marital Status</u>		Percentage Frequency
	Frequency			Category	Frequency	
Male	204		72.3	Married	226	80.1
Female	78		27.7	Single	44	15.6
				Other	12	4.3

TABLE VII

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTIONS
OF AGES OF TEACHERS IN THE SAMPLE

Category	Range (Years)	Frequency	Percentage Frequency
1	19 & Under	0	0
2	20 - 24	30	10.6
3	25 - 29	87	30.9
4	30 - 34	45	16.0
5	35 - 39	31	11.0
6	40 - 44	35	12.4
7	45 - 49	20	7.1
8	50 & Over	34	12.1

TABLE VIII

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION
OF SALARIES OF TEACHERS IN THE SAMPLE

Category	Range (Dollars)	Frequency	Percentage Frequency
1	4,000 - 5,999	14	5.0
2	6,000 - 7,999	59	20.9
3	8,000 - 9,999	84	29.8
4	10,000 - 11,999	81	28.7
5	12,000 & Over	44	15.6

TABLE IX

FREQUENCY AND PERCENTAGE FREQUENCY OF TEACHING EXPERIENCE OF TEACHERS IN SAMPLE

Present School			Not in Present School But in Saskatchewan			Outside Saskatchewan		
Years	Freq.	% Freq.	Years	Freq.	% Freq.	Years	Freq.	% Freq.
1	70	24.9	1	19	11.2	1	10	23.8
2	43	15.3	2	23	13.6	2	10	23.8
3	43	15.3	3	22	13.0	3	3	7.1
4	30	10.7	4	13	7.7	4	4	9.5
5	18	6.4	5	19	11.2	5	3	7.1
6	10	3.6	6	8	4.7	7	4	9.5
7	12	4.3	7	8	4.7	8	1	2.4
8	13	4.6	8	4	2.4	10	2	4.8
9	5	1.8	9	5	3.0	13	1	2.4
10	5	1.8	10	6	3.6	14	1	2.4
11	3	1.1	11	3	1.8	15	1	2.4
12	4	1.4	12	2	1.2	18	1	2.4
13	3	1.1	13	5	3.0	19	1	2.4
14	4	1.4	14	5	3.0			
15	4	1.4	15	4	2.4			
17	4	1.4	16	1	0.6			
19	1	0.4	17	6	3.6			
20	1	0.4	18	4	2.4			
21	1	0.4	19	2	1.2			
22	1	0.4	20	3	1.8			
24	2	0.7						
30	1	0.4						
31	1	0.4						
35	1	0.4						
38	1	0.4						
Total	281	100.0		169	100.0		42	100.0

Note. Total did not include one person who had no teaching experience in present school.

TABLE X

FREQUENCY AND PERCENTAGE FREQUENCY DISTRIBUTION OF CERTIFICATION AND PROFESSIONAL TRAINING OF THE TEACHERS IN THE SAMPLE

<u>Certification</u>			<u>Professional Training</u>		
Category	Frequency	Percentage Frequency	Category	Frequency	Percentage Frequency
Prof. "A"	203	72.2	One year	7	2.5
Vocational	19	6.8	Two years	21	7.4
Technical	8	2.8	Three years	36	12.8
Standard	30	10.7	B.A.	30	10.6
Special	14	5.0	B.Ed.	157	55.7
Other	7	2.5	M.Ed.	13	4.6
			B.Comm.	3	1.1
			B.Sc.	11	3.9
			M.Sc.	3	1.1
			B.Ph.Ed.	1	0.4
Total	281	100.0	Total	282	100.0

Note.-The certification total did not include one individual who had no certificate.

Summary of Chapter IV

Eleven comprehensive schools in the Province of Saskatchewan participated in this study. Schools from rural areas as well as large urban areas were selected. A total of 322 questionnaires was distributed to the schools and 282 were returned, a total 87.57%.

The personal data sheet which was distributed provided information about sex, marital status, age and salary.

The total sample contained 204 males and 78 females; of this group 80.14% were married, while 15.60% were single.

The distribution according to age tended to be positively skewed. Of this sample 57.44% were less than 35 years of age.

Examination of the salary distribution revealed that 5% received less than \$6,000, while 79% received between \$6,000 and \$11,000; only 15.6% received over \$12,000.

The data from the professional data sheet illustrated that the majority of teachers held a professional "A" certificate. Of the teachers in the sample 64 had three years of training or less, 110 had one degree, 96 had two degrees, and 12 had at least three degrees.

Professional data pertaining to the number of years of teaching experience in the present school indicated that 66.2% taught at least four years in the present school.

CHAPTER V

ANALYSIS OF THE DATA

Included in Chapter V are a description of the findings from each hypothesis tested, a presentation of other noteworthy findings, and a discussion of the findings resulting from the testing of the hypothesis.

The t test was the method used to determine whether any significant relationship existed between the mean factor scores of academic and non-academic teachers on the factors of morale as defined and measured by The Purdue Teacher Opinionnaire.

Table XI contains a comparison of the total mean scores of each factor, the t value and the probability for academic and non-academic teachers.

Analysis of variance was used to determine whether any significant relationships existed between job satisfaction of academic and non-academic teachers relative to their age, marital status, salary, and teaching experience.

Testing of the Hypotheses

A t test was used to determine whether significant differences existed between the total job satisfaction of academic and non-academic teachers and sub-components of job satisfaction.

A two-way analysis of variance design (Scheffe, 1964, p.55) was used to determine whether significant differences

existed between job satisfaction of academic and non-academic teachers relative to their (1) age, (2) salary, (3) years of teaching experience in present system, (4) marital status, (5) sex, and (6) total teaching experience.

Supplementary variance analysis for simple effects were used to determine significant differences between job satisfaction of academic and non-academic teachers relative to their age and total teaching experience.

Hypothesis 1.0. The mean satisfaction factor scores of academic teachers are not significantly different from those of non-academic teachers.

As indicated in Table XI the value of t did not reach acceptable levels of probability (.05) for all of the following factors: (1) Rapport with the principal, (2) Satisfaction with teaching, (3) Rapport among teachers, (4) Teacher salary, (5) Teacher load, (6) Curriculum issues, (7) Teacher status, (8) Community support of education, (9) School facilities and services, and (10) Community pressures. Therefore, the hypothesis of no significant difference between the mean scores could not be rejected for all ten factors.

Even though the value of t on "Salary" was higher than that required for significance at the .05 level, it was low enough to be indicative of a tendency among non-academic teachers to be more satisfied with this particular aspect of their working situation.

TABLE XI
MEAN SATISFACTION FACTOR SCORES AND TOTAL SATISFACTION SCORES
OF ACADEMIC AND NON-ACADEMIC TEACHERS

	Mean Scores		t	Level of Probability (Two-tail)
	Academic (N=175)	Non-Academic (N=107)		
1. Teacher rapport with principal	58.66	59.10	-0.232	0.816
2. Satisfaction with teaching	66.47	66.76	-0.287	0.774
3. Rapport among teachers	45.95	45.44	0.652	0.514
4. Teacher salary	13.44	14.21	-1.780	0.076
5. Teacher load	32.35	32.10	0.416	0.677
6. Curriculum issues	11.58	11.95	-1.159	0.247
7. Teacher Status	19.55	19.74	-0.394	0.693
8. Community support of education	11.71	11.56	0.576	0.564
9. School facilities and services	12.06	12.36	-0.926	0.355
10. Community pressures	13.02	13.36	-1.547	0.122
TOTAL SCORE	284.82	286.58	-0.431	0.666

Significant $P \leq .05$

Hypothesis 2.1. There is a significant difference between job satisfaction of academic and non-academic teachers relative to age.

Results of the analysis of variance of the total satisfaction mean scores exhibited by academic and non-academic teachers (Source A) and their age (Source B) is illustrated in Table XII. The ages of teachers were grouped according to the age levels as indicated in Appendix A.5.

TABLE XII

SUMMARY OF THE ANALYSIS OF VARIANCE:
TWO-WAY CLASSIFICATION
AGE

Source	S.S.	D.F.	M.S.	F-Ratio	Probability
Academic or Non-academic Teachers (A)	201.40	1	201.40	0.20	0.65
Age (B)	35668.00	6	5944.67	5.99	0.00*
AB	8774.82	6	1462.47	1.47	0.18
ERRORS	265584.00	268	990.98		

* $p \leq .01$

Since the two-way analysis yielded significant differences relative to the ages of teachers, additional tests of significance were made using the Scheffe (Winer, 1962,p.88) procedure with the following results. See Table XIII.

(1) Teachers who were 50 years and over were significantly more satisfied than teachers who were younger.

(2) No significant differences resulted among the other age groups.

TABLE XIII

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS
AGE

	1	2	3	4	5	6	7
1	1.0000	0.9854	0.9974	0.9962	0.9967	0.9782	0.0567
2	0.9854	1.0000	1.0000	1.0000	0.6743	0.6156	0.0001
3	0.9974	1.0000	1.0000	1.0000	0.8607	0.7788	0.0019
4	0.9962	1.0000	1.0000	1.0000	0.8693	0.7858	0.0051
5	0.9967	0.6743	0.8607	0.8693	1.0000	0.9999	0.2213
6	0.9782	0.6156	0.7788	0.7858	0.9999	1.0000	0.6616
7	0.0567	0.0001	0.0019	0.0051	0.2213	0.6616	1.0000

Results of a frequency distribution of academic and non-academic teachers, grouped according to age and sex, is illustrated in Table XIV.

TABLE XIV

FREQUENCY DISTRIBUTION OF ACADEMIC AND NON-ACADEMIC TEACHERS GROUPED ACCORDING TO AGE (50 YEARS AND OVER) AND SEX

	Male	Female
Academic	14	5
Non-Academic	8	7
Total	22	12

Table XIV indicates that academic male teachers who were 50 years of age and over were more satisfied while academic female teachers over 50 were less satisfied with their teaching jobs.

The frequency distribution illustrates that academic teachers who were 50 years and over were more satisfied with their jobs than were non-academic teachers.

Hypothesis 2.2. There is no significant difference between job satisfaction of academic and non-academic teachers relative to salary.

Results of the analysis of variance of the total satisfaction mean scores exhibited by academic and non-academic teachers (Source A) and their salary (Source B) are presented in Table XV. Teachers' salaries were grouped according to the salary levels illustrated in Appendix A.5.

TABLE XV

SUMMARY OF THE ANALYSIS OF VARIANCE:
TWO-WAY CLASSIFICATION
SALARY

Source	S.S.	D.F.	M.S.	F-Ratio	Probability
Academic or Non-academic Teachers (A)	1168.14	1	1168.14	1.06	0.30
Salary (B)	7025.93	4	1756.48	1.59	0.17
AB	1685.27	4	421.31	0.38	0.82
ERRORS	298976.00	272	1099.18		

Significant P_α.05

Hypothesis 2.3. The analysis of variance results comparing the mean scores shown by academic and non-academic teachers and their teaching experience in their present school is illustrated in Table XVI. Present experience was categorized into four distinct groups. These were teachers with (1) one year experience, (2) two to three years, (3) four to six years, and (4) seven years and over.

Table XVI shows that present experience has no significant effect on job satisfaction.

TABLE XVI

SUMMARY OF THE ANALYSIS OF VARIANCE:
TWO-WAY CLASSIFICATION
PRESENT TEACHING EXPERIENCE

Source	S.S.	D.F.	M.S.	F-Ratio	Probability
Academic or Non-academic Teachers (A)	78.65	1	78.65	7.11	0.78
Present Teaching Experience(B)	4990.76	3	1663.59	1.50	0.21
AB	1811.43	3	603.81	0.54	0.65
ERRORS	302768.00	274	1104.99		

Significant P=.05

Hypothesis 2.4. There is no significant difference between job satisfaction of teachers and marital status. Results of the analysis of variance of the total satisfaction mean scores exhibited by academic and non-academic teachers (Source A) and Marital Status (Source B) is illustrated in Table XVII.

TABLE XVII

SUMMARY OF THE ANALYSIS OF VARIANCE:
TWO-WAY CLASSIFICATION
MARITAL STATUS

Source	S.S.	D.F.	M.S.	F-Ratio	Probability
Academic or Non-Academic Teachers (A)	15.32	1	15.32	1.39	0.90
Marital Status (B)	5993.71	2	2996.85	2.72	0.06
AB	944.13	2	472.06	0.42	0.65
ERRORS	303072.00	276	1098.09		

Significant $P \leq .05$

Hypothesis 2.5. There is a significant difference between job satisfaction of teachers and sex. Results of the analysis of variance of academic and non-academic teachers (Source A) and sex (Source B) is illustrated in Table XVIII.

TABLE XVIII

SUMMARY OF THE ANALYSIS OF VARIANCE:
TWO-WAY CLASSIFICATION
SEX

Source	S.S.	D.F.	M.S.	F-Ratio	Probability
Academic or Non-academic Teachers (A)	513.41	1	513.41	0.47	0.49
Sex (B)	7655.55	1	7655.55	7.07	0.00*
AB	2131.03	1	2131.03	1.96	0.16
ERRORS	300944.00	278	1082.53		

* $P \leq .01$

Table XVIII indicates that a difference exists between males and females in job satisfaction. The direction of the means was found to be in favor of females being more satisfied.

Hypothesis 2.6. There is no significant difference between job satisfaction of academic and non-academic teachers relative to their total experience.

Results of the analysis of variance of the total satisfaction mean scores exhibited by academic and non-academic teachers (Source A) and their total teaching experience (Source B) are presented in Table XIX.

Examination of Table XIX points out that while no difference exists between academic and non-academic teachers on total teaching experience, the total teaching experience of teachers does, however, yield a significant difference.

TABLE XIX
SUMMARY OF THE ANALYSIS OF VARIANCE:
TWO-WAY CLASSIFICATION
TOTAL TEACHING EXPERIENCE

Source	S.S.	D.F.	M.S.	F-Ratio	Probability
Academic or Non-academic Teachers (A)	645.12	1	645.12	0.60	0.43
Total Teaching Experience (B)	13506.10	3	4502.02	4.20	0.00*
AB	1280.80	3	426.93	0.39	0.75
ERRORS	293584.00	274	1071.47		

*P ≤ .01

Since a significant difference was found relative to total experience, the total experience of teachers was categorized into four groups having the following total years of teaching experience: (1) one, (2) two to three, (3) four to six, (4) seven and over. Additional tests of significance were made using the probability matrix for Scheffe multiple comparison of means. See Table XX.

Results pointed out that teachers having seven or more years of teaching experience were most satisfied while teachers having from four to six years were least satisfied with their teaching jobs.

TABLE XX

PROBABILITY MATRIX FOR SCHEFFE
MULTIPLE COMPARISON OF MEANS
TOTAL TEACHING EXPERIENCE

	1	2	3	4
1	1.0000	0.9037	0.7546	0.7890
2	0.9037	1.0000	0.9827	0.0914
3	0.7546	0.9827	1.0000	0.0157*
4	0.7890	0.0914	0.0157*	1.0000

*P \leq .05

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary of the Study

The central problem of this study was to determine if any significant differences existed among selected factors relevant to job satisfaction of academic and non-academic teachers in the comprehensive schools of Saskatchewan. Job satisfaction was taken to be the attitudes of the teachers to various aspects of their work situation as expressed in responses to the items in The Purdue Teacher Opinionnaire. Both academic and non-academic teachers from eleven comprehensive schools in Saskatchewan were selected for the study. The Purdue Teacher Opinionnaire, purporting to measure ten morale factors, was administered to the teachers and 282 returns were received (175 from academic teachers and 107 from non-academic teachers). Other data were collected by means of a Personal and Professional Data questionnaire.

Factor scores were compiled for each respondent and a t test was used to determine whether significant differences existed between the total job satisfaction of academic teachers and the sub components of job satisfaction.

A two-way analysis of variance was used to determine whether significant differences existed between job satisfaction of academic and non-academic teachers relative to their

age, salary, marital status and years of experience.

Two null hypotheses were postulated pertaining to the differences in job satisfaction of academic and non-academic teachers; the differences between mean scores of academic and non-academic teachers on the factors of morale as defined and measured by The Purdue Teacher Opinionnaire and significant differences between job satisfaction of academic and non-academic teachers relative to their age, salary, marital status and years of experience.

Summary of the Findings

Analysis of the findings as illustrated in Table XI revealed that no significant differences existed between mean scores of academic teachers and non-academic teachers on the factors of morale as defined and measured by The Purdue Teacher Opinionnaire.

Hypothesis 1, that no significant differences between mean scores of academic and non-academic teachers exist on the factors of morale, is valid.

There was no evidence to suggest that significant differences in relationships existed between the components of job satisfaction of academic and non-academic teachers.

The results of this study pointed clearly to the fact that significant differences of job satisfaction depended upon age, sex, and the total number of years of teaching experience. Hypothesis 2, therefore,

that no significant difference exists between job satisfaction of academic and non-academic teachers is valid for (2.2) salary, (2.3) present teaching experience, (2.4) marital status, and (2.7) academic or non-academic status, but not valid for (2.1) age, (2.5) sex, and (2.6) total years of teaching experience.

Results of the analysis of variance using the probability matrix for Scheffe multiple comparison of means revealed that teachers who were 50 years of age and over were more satisfied than teachers who were younger.

When the job satisfaction of males and females was compared, females were more satisfied with their jobs than males.

Job satisfaction of teachers is dependent upon the total teaching experience. Analysis of the findings showed that teachers having seven or more years of total experience were most satisfied while teachers having from four to six years were least satisfied with their teaching jobs.

Conclusions

The findings of this study offer some support to the speculation of many writers that job satisfaction of teachers is dependent upon factors other than those of working conditions.

Analysis of the findings revealed that significant differences of job satisfaction was not due to marital status,

salary, teaching experience in the present system, nor academic or non-academic status, but rather due to age, sex, and the total number of years of teaching experience.

Analysis revealed that the following differences were significant at the 0.05 level of confidence.

(1) Teachers who were 50 or more years of age were more satisfied with their jobs than teachers who were younger.

(2) Female teachers were more satisfied with their jobs than males.

(3) Teachers with seven or more years of total teaching experience were most satisfied while teachers with four to six years of total teaching experience were least satisfied.

Suggestions for Further Research

The following recommendations are made for the purpose of gaining further insight into teacher job satisfaction using The Purdue Teacher Opinionnaire:

(1) Duplication of this type of study in a much larger setting, possibly using groups of teachers in the various subject areas.

(2) Comparison of the job satisfaction of elementary teachers and secondary teachers in the Province of Saskatchewan.

(3) Comparison of the job satisfaction of similar groups of teachers in all other high schools in Saskatchewan which are not comprehensive schools.

(4) Comparison of job satisfaction of teacher groups in only the non-academic teaching areas.

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APPENDIX A

APPENDIX A.1

THE PURDUE TEACHER OPINIONAIRE

	Keyed Responses	Factor No.
1. Details, "red tape," and required reports absorb too much of my time.	D	5
2. The work of individual faculty members is appreciated and commended by our principal.	A	1
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal.	A	1
4. The faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education.	A	4
5. Our principal shows favoritism in his relations with the teachers in our school.	D	1
6. Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work.	D	5
7. My principal makes a real effort to maintain close contact with the faculty.	A	1
8. Community demands upon the teacher's time are unreasonable.	D	5
9. I am satisfied with the policies under which pay raises are granted.	A	4
10. My teaching load is greater than that of most of the other teachers in our school.	D	5
11. The extra-curricular load of the teachers in our school is unreasonable.	D	5
12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth.	A	1
13. My teaching position gives me the social status in the community that I desire.	A	7
14. The number of hours a teacher must work is unreasonable.	D	5

	Keyed Responses	Factor No.
15. Teaching enables me to enjoy many of the material and cultural things I like.	A	7
16. My school provides me with adequate classroom supplies and equipment.	A	9
17. Our school has a well-balanced curriculum.	A	6
18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers.	D	3
19. Teaching gives a great deal of personal satisfaction.	A	2
20. The curriculum of our school makes reasonable provision for student individual differences.	A	6
21. The procedures for obtaining materials and services are well defined and efficient.	A	9
22. Generally, teachers in our school do not take advantage of one another.	A	3
23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.	A	3
24. Teaching enables me to make my greatest contribution to society.	A	2
25. The curriculum of our school is in need of major revisions.	D	6
26. I love to teach.	A	2
27. If I could plan my career again, I would choose teaching.	A	2
28. Experienced faculty members accept new and younger members as colleagues.	A	3
29. I would recommend teaching as an occupation to students of high scholastic ability.	A	2
30. If I could earn as much money in another occupation, I would stop teaching.	D	2

	Keyed Responses	Factor No.
31. The school schedule places my classes at a disadvantage.	D	5
32. Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc.	A	4
33. My principal makes my work easier and more pleasant.	A	1
34. Keeping up professionally is too much of a burden.	D	5
35. Our community makes its teachers feel as though they are a real part of the community.	A	7
36. Salary policies are administered with fairness and justice.	A	4
37. Teaching affords me the security I want in an occupation.	A	7
38. My school principal understands and recognizes good teaching procedures.	A	1
39. Teachers clearly understand the policies governing salary increases.	A	4
40. My classes are used as a "dumping ground" for problem students.	D	5
41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained.	A	1
42. My teaching load in this school is unreasonable.	D	5
43. My principal shows a real interest in my department.	A	1
44. Our principal promotes a sense of belonging among the teachers in our school.	A	1
45. My heavy teaching load unduly restricts my nonprofessional activities.	D	5

	Keyed Responses	Factor No.
46. I find my contacts with students, for the most part, highly satisfying and rewarding.	A	2
47. I feel that I am an important part of this school system.	A	2
48. The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar.	A	3
49. My school provides the teachers with adequate audio-visual aids and projection equipment.	A	9
50. I feel successful and competent in my present position.	A	2
51. I enjoy working with student organizations, clubs, and societies.	A	2
52. Our teaching staff is congenial to work with.	A	3
53. My teaching associates are well prepared for their jobs.	A	3
54. Our school faculty has a tendency to form into cliques.	D	3
55. The teachers in our school work well together.	A	3
56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am.	D	2
57. Our school provides adequate clerical services for the teachers.	A	9
58. As far as I know, the other teachers think I am a good teacher.	A	2
59. Library facilities and resources are adequate for the grade or subject area which I teach.	A	9
60. The "stress and strain" resulting from teaching makes teaching undesirable for me.	D	2
61. My principal is concerned with the problems of the faculty and handles these problems sympathetically.	A	1

		Keyed Responses	Factor No.
62.	I do not hesitate to discuss any school problem with my principal.	A	1
63.	Teaching gives me the prestige I desire.	A	7
64.	My teaching job enables me to provide a satisfactory standard of living for my family.	A	7
65.	The salary schedule in our school adequately recognizes teacher competency.	A	4
66.	Most of the people in this community understand and appreciate good education.	A	8
67.	In my judgement, this community is a good place to raise a family.	A	8
68.	This community respects its teachers and treats them like professional persons.	A	7
69.	My principal acts as though he is interested in me and my problems.	A	1
70.	My school principal supervises rather than "snoopervises" the teachers in our school.	A	1
71.	It is difficult for teachers to gain acceptance by the people in this community.	D	7
72.	Teachers' meetings as now conducted by our principal waste the time and energy of the staff.	D	1
73.	My principal has a resonable understanding of the problems connected with my teaching assignment.	A	1
74.	I feel that my work is judged fairly by my principal.	A	1
75.	Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar.	A	4
76.	Most of the actions of students irritate me.	D	2
77.	The cooperativeness of teachers in our school helps make my work more enjoyable.	A	3

	Keyed Responses	Factor No.
78. My students regard me with respect and seem to have confidence in my professional ability.	A	2
79. The purpose and objectives of the school cannot be achieved by the present curriculum.	D	6
80. The teachers in our school have a desirable influence on the values and attitudes of their students.	A	3
81. This community expects its teachers to meet unreasonable personal standards.	D	10
82. My students appreciate the help I give them with their school work.	A	2
83. To me there is no more challenging work than teaching.	A	2
84. Other teachers in our school are appreciative of my work.	A	3
85. As a teacher in this community, my non-professional activities outside of school are unduly restricted.	D	10
86. As a teacher, I think I am as competent as most other teachers.	A	2
87. The teachers with whom I work have high professional ethics.	A	3
88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens.	A	6
89. I really enjoy working with my students.	A	2
90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments.	A	3
91. Teachers in our community feel free to discuss controversial issues in their classes.	A	10
92. My principal tries to make me feel comfortable when he visits my classes.	A	1

		Keyed Responses	Factor No.
93.	My principal makes effective use of the individual teacher's capacity and talent.	A	1
94.	The people in this community, generally, have a sincere and wholehearted interest in the school system.	A	8
95.	Teachers feel free to go to the principal about problems of personal and group welfare.	A	1
96.	This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff.	A	8
97.	This community is willing to support a good program of education.	A	8
98.	Our community expects the teachers to participate in too many activities.	D	10
99.	Community pressures prevent me from doing my best as a teacher.	D	10
100.	I am well satisfied with my present teaching position.	A	2

APPENDIX A.2

2430 Cairns Avenue
Saskatoon, Saskatchewan
May 26, 1970

Dear

You have been selected from a random sample as a participant in a research study of teachers in the Comprehensive Schools of Saskatchewan. This study is directed toward the investigation of job satisfaction of teachers.

No participating teachers will be identifiable in this study and the individual responses will be kept in strictest confidence.

It is believed that the results of this study will provide valuable information about the various aspects of job satisfaction as experienced by teachers generally.

Your participation will be greatly appreciated by the writer and by others who are concerned with research dealing with "Teacher Job Satisfaction."

Would you kindly complete the two questionnaires, which are enclosed, at your earliest convenience and return them in the enclosed, self-addressed envelope.

Sincerely,

Harry G. Karolat

In

Enclosures: 1. Personal Data Sheet
2. Purdue Teacher Opinionnaire

APPENDIX A.3

THE PURDUE TEACHER OPINIONAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Fill in the information requested on the opinionnaire sheets. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

APPENDIX A.4

1. Details, "red tape," and required reports
absorb too much of my time.....A PA PD D
2. The work of individual faculty members is
appreciated and commended by our principal.....A PA PD D
3. Teachers feel free to criticize admin-
istrative policy at faculty meetings called
by our principal.....A PA PD D
4. The faculty feels that their suggestions
pertaining to salaries are adequately
transmitted by the administration to the
board of education.....A PA PD D
5. Our principal shows favoritism in his
relations with the teachers in our school.....A PA PD D
6. Teachers in this school are expected to do
an unreasonable amount of record keeping and
clerical work.....A PA PD D
7. My principal makes a real effort to maintain
close contact with the faculty.....A PA PD D
8. Community demands upon the teacher's time are
unreasonable.....A PA PD D
9. I am satisfied with the policies under which
pay raises are granted.....A PA PD D
10. My teaching load is greater than that of most
of the other teachers in our school.....A PA PD D
11. The extra-curricular load of teachers in our
school is unreasonable.....A PA PD D
12. Our principal's leadership in faculty
meetings challenges and stimulates our
professional growth.....A PA PD D
13. My teaching position gives me the social
status in the community that I desire.....A PA PD D
14. The number of hours a teacher must work is
unreasonable.....A PA PD D

15. Teaching enables me to enjoy many of the material and cultural things I like.....A PA PD D
16. My school provides me with adequate classroom supplies and equipment.....A PA PD D
17. Our school has a well-balanced curriculum.....A PA PD D
18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers..A PA PD D
19. Teaching gives me a great deal of personal satisfaction.....A PA PD D
20. The curriculum of our school makes reasonable provision for student individual differences..A PA PD D
21. The procedures for obtaining materials and services are well defined and efficient.....A PA PD D
22. Generally, teachers in our school do not take advantage of one another.....A PA PD D
23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.....A PA PD D
24. Teaching enables me to make my greatest contribution to society.....A PA PD D
25. The curriculum of our school is in need of major revisions.....A PA PD D
26. I love to teach.....A PA PD D
27. If I could plan my career again, I would choose teaching.....A PA PD D
28. Experienced faculty members accept new and younger members as colleagues.....A PA PD D
29. I would recommend teaching as an occupation to students of high scholastic ability.....A PA PD D
30. If I could earn as much money in another occupation, I would stop teaching.....A PA PD D
31. The school schedule places my classes at a disadvantage.....A PA PD D

32. Within the limits of financial resources,
the school tries to follow a generous policy
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33. My principal makes my work easier and more
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34. Keeping up professionally is too much of a
burden.....A PA PD D
35. Our community makes its teachers feel as
though they are a real part of the community...A PA PD D
36. Salary policies are administered with fair-
ness and justice.....A PA PD D
37. Teaching affords me the security I want in
an occupation.....A PA PD D
38. My school principal understands and recognizes
good teaching procedures.....A PA PD D
39. Teachers clearly understand the policies
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40. My classes are used as a "dumping ground" for
problem students.....A PA PD D
41. The lines and methods of communication between
teachers and the principal in our school are
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42. My teaching load in this school is
unreasonable.....A PA PD D
43. My principal shows a real interest in my
department.....A PA PD D
44. Our principal promotes a sense of belonging
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45. My heavy teaching load unduly restricts my
nonprofessional activities.....A PA PD D
46. I find my contacts with students, for the
most part, highly satisfying and rewarding....A PA PD D
47. I feel that I am an important part of this
school system.....A PA PD D

48. The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar.....A PA PD D
49. My school provides the teachers with adequate audio-visual aids and projection equipment.....A PA PD D
50. I feel successful and competent in my present position.....A PA PD D
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52. Our teaching staff is congenial to work with...A PA PD D
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54. Our school faculty has a tendency to form into cliques.....A PA PD D
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56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am.....A PA PD D
57. Our school provides adequate clerical services for the teachers.....A PA PD D
58. As far as I know, the other teachers think I am a good teacher.....A PA PD D
59. Library facilities and resources are adequate for the grade or subject area which I teach....A PA PD D
60. The "stress and strain" resulting from teaching makes teaching undesirable for me.....A PA PD D
61. My principal is concerned with the problems of the faculty and handles these problems sympathetically.....A PA PD D
62. I do not hesitate to discuss any school problem with my principal.....A PA PD D
63. Teaching gives me the prestige I desire.....A PA PD D

64. My teaching job enables me to provide a
satisfactory standard of living for my
family.....A PA PD D
65. The salary schedule in our school adequately
recognizes teacher competency.....A PA PD D
66. Most of the people in this community
understand and appreciate good education.....A PA PD D
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place to raise a family.....A PA PD D
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treats them like professional persons.....A PA PD D
69. My principal acts as though he is interested
in me and my problems.....A PA PD D
70. My school principal supervises rather than
"snoopervises" the teachers in our school.....A PA PD D
71. It is difficult for teachers to gain
acceptance by the people in this community....A PA PD D
72. Teachers' meetings as now conducted by our
principal waste the time and energy of the
staff.....A PA PD D
73. My principal has a reasonable understanding
of the problems connected with my teaching
assignment.....A PA PD D
74. I feel that my work is judged fairly by my
principal.....A PA PD D
75. Salaries paid in this school system compare
favorably with salaries in other systems with
which I am familiar.....A PA PD D
76. Most of the actions of students irritate me...A PA PD D
77. The cooperativeness of teachers in our school
helps make my work more enjoyable.....A PA PD D
78. My students regard me with respect and seem to
have confidence in my professional ability....A PA PD D
79. The purposes and objectives of the school can-
not be achieved by the present curriculum.....A PA PD D

80. The teachers in our school have a desirable influence on the values and attitudes of their students.....A PA PD D
81. This community expects its teachers to meet unreasonable personal standards.....A PA PD D
82. My students appreciate the help I give them with their school work.....A PA PD D
83. To me there is no more challenging work than teaching.....A PA PD D
84. Other teachers in our school are appreciative of my work.....A PA PD D
85. As a teacher in this community, my non-professional activities outside of school are unduly restricted.....A PA PD D
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87. The teachers with whom I work have high professional ethics.....A PA PD D
88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens.....A PA PD D
89. I really enjoy working with my students.....A PA PD D
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91. Teachers in our community feel free to discuss controversial issues in their classesA PA PD D
92. My principal tries to make me feel comfortable when he visits my classes.....A PA PD D
93. My principal makes effective use of the individual teacher's capacity and talent.....A PA PD D
94. The people in this community, generally, have a sincere and wholehearted interest in the school system.....A PA PD D

95. Teachers feel free to go to the principal
about problems of personal and group welfare...A PA PD D
96. This community supports ethical procedures
regarding the appointment and reappointment
of members of the teaching staff.....A PA PD D
97. This community is willing to support a good
program of education.....A PA PD D
98. Our community expects the teachers to
participate in too many social activities.....A PA PD D
99. Community pressures prevent me from doing
my best as a teacher.....A PA PD D
100. I am well satisfied with my present teaching
position.....A PA PD D

APPENDIX A.5

PERSONAL AND PROFESSIONAL DATA SHEET

1. Personal

(a) Marital Status: Married _____
Single _____
Other _____

(b) Sex: Male _____
Female _____

(b) Age: 19 & under _____
20 - 24 _____
25 - 29 _____
30 - 34 _____
35 - 39 _____
40 - 44 _____
45 - 49 _____
50 & over _____

(d) Present Salary:
\$ 4,000 - 5,999 _____
6,000 - 7,999 _____
8,000 - 9,999 _____
10,000 - 11,999 _____
12,000 & over _____

2. Teaching Experience

Years you have taught in your present school system _____

Years you have taught outside your present school system but in Saskatchewan _____

Years you have taught outside of the Province of Saskatchewan _____

Total years of teaching experience _____

3. Professional Training (CHECK ONE OR MORE)

Prof. "A" _____
Vocational _____
Technical _____
Standard _____
Special _____
Other (Specify) _____

One year _____
Two years _____
Three years _____
B. A. _____
M. A. _____
B. Ed. _____
M. Ed. _____
B. Comm. _____
M. Comm. _____
B. Sc. _____
M. Sc. _____
D. Ed. _____
Ph. D. _____

Minor _____
Major _____

4. Teaching Position

(a) Grade(s) you are presently teaching _____

(b) Area(s) of specialization _____
(eg. English,History,Business Education,Technology)

(c) Subjects and grades you are presently teaching _____

ALL INFORMATION WILL BE HELD IN STRICTEST CONFIDENCE.

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